

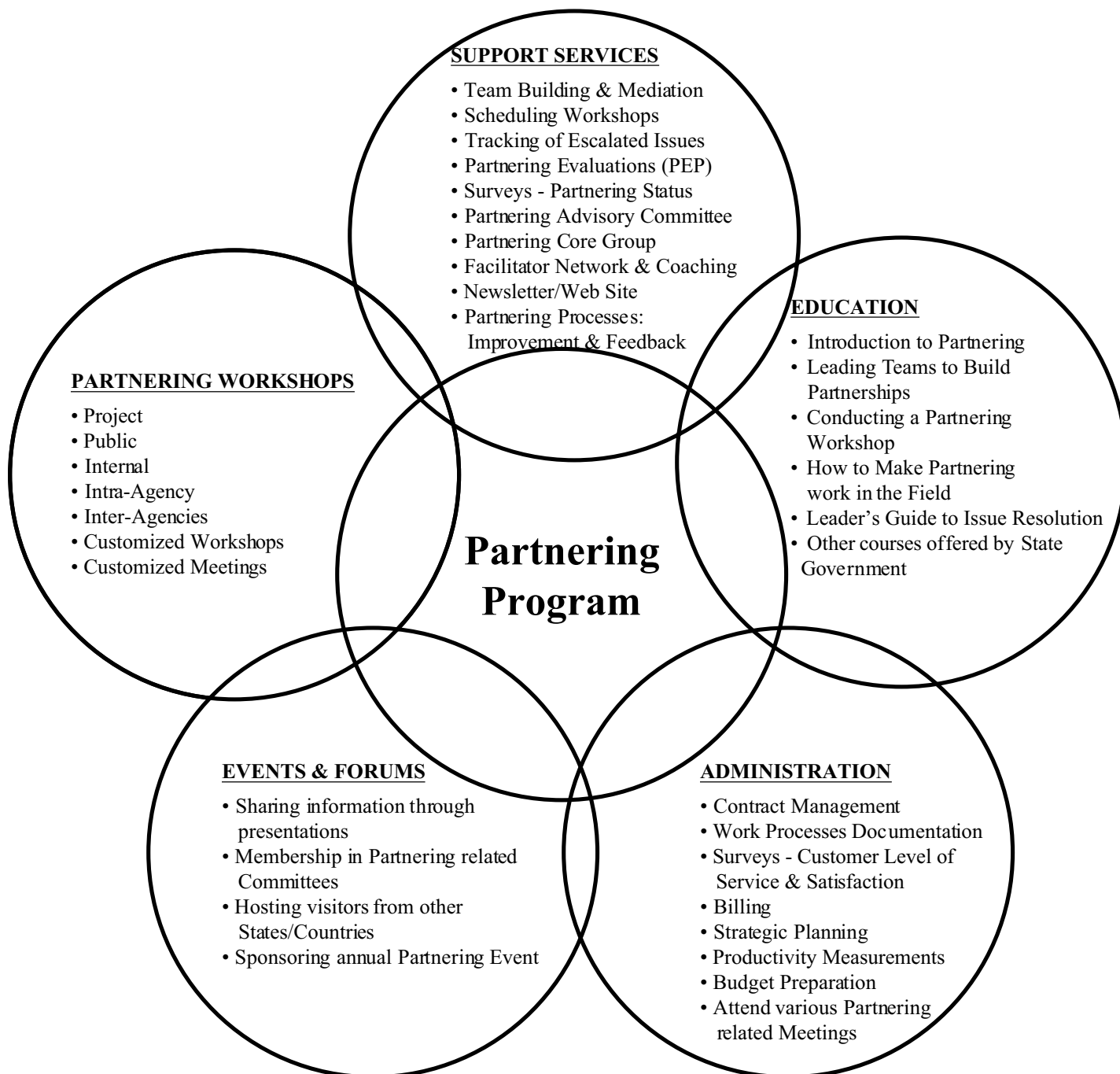
PARTNERING
"FINE-TUNED PROCESSES"
 GENERIC VERSION

ITEM #	DESCRIPTION	APPLICATION	UPDATES	FILE NAME <small>G:\const_op\partner\Finetune_FY2002</small>
1a 1b	Partnering Program Integrated System Partnering Principles	MS PowerPoint 97 MS Word 95	Feb. 2002	Int_System_genadot.ppt Part_Princ_genadot.doc
2	Partnering Core Team Concept	MS PowerPoint 97	Feb. 2002	Partcore_genadot.ppt
3	Partnering Process - Continuous Improvement Cycle	MS PowerPoint 97	Feb. 2002	Imp_Cycl_genadot.ppt
4a/b	Building the Partnership (2 Pages)**	MS PowerPoint 97	Feb. 2002	Partnership_genadot.ppt
5	Role of the Facilitator in the Partnering Process**	MS PowerPoint 97	Feb. 2002	Fac_Exp_genadot.ppt
6	Planning the Workshop	MS Word 95	Feb. 2002	WS_plan_genadot.doc
7	Steps to Partnering	MS Word 97	Feb. 2002	Part_steps_genadot.doc
8	Partnering Roles	MS Word 95	Feb. 2002	Part_Roles_genadot.doc
9	Types of Partnerships	MS Word 95	Feb. 2002	Part_Types_genadot.doc
10	Partnership Models	MS Word 95	Feb. 2002	Part_Models_genadot.doc
11	Facilitator Guidelines for all Partnering Workshops	MS Word 97	Feb. 2002	Fac_Wsgd_genadot.doc
12a/b/c	Components of the partnering Workshop (3 Pages) <u>Issue Resolution Package:**</u>	MS Word 97	Feb. 2002	Ws_Comp_genadot.doc
13a	Steps to Issue Resolution	MS Word 95	Feb. 2002	IR_Steps_genadot.ppt
13b	Guidelines for Issue Resolution	MS Word 97	Feb. 2002	IR_Guide_genadot.doc
13c	Issue Resolution Process Overview	MS PowerPoint 97	Feb. 2002	IR_Overview_genadot.ppt
13d	Issue Resolution Levels & Rules	MS Word 97	Feb. 2002	IR_Levels_Rules_genadot.doc
13e	Issue Resolution Routing Form (Operations Level)	MS Word 97	Feb. 2002	Routing_Form_genadot.doc
13f	Issue Resolution Routing Form (Partnership Leaders Level)	MS Word 97	Feb. 2002	Routing_Form_genadot.doc
13g	Issue Resolution Routing Form (Partnership Management Level)	MS Word 97	Feb. 2002	Routing_Form_genadot.doc
13h	Issue Resolution Routing Form (Director Level)	MS Word 97	Feb. 2002	Routing_Form_genadot.doc
14	Partnering Evaluation Program (PEP) Process	MS Word 97	Feb. 2002	Eval_process_genadot.doc
15	Partnering Evaluation Program (PEP) Roles & Responsibilities	MS Excel 97	Feb. 2002	PEP_Roles_genadot.doc
16a/b	Partnering Evaluation Program (PEP) Process Rating Form (2 Pages)	MS Excel 97	Feb. 2002	Pep_Form_FY2002_genadot.xls
17 a/b	EXAMPLE - Partnering Evaluation Program (PEP) Process Rating Form (2 Pages)	MS Excel 97	Feb. 2002	PEP_Example_genadot.xls
18	Weekly Meeting Format Guideline	MS Word 95	Feb. 2002	Wklymtgs_genadot.doc
19	Facilitator Feedback on Partnering Workshop	MS Word 97	Feb. 2002	Fac_Eval_genadot.doc
20	Participant's Feedback of Workshop Effectiveness	MS Word 97	Feb. 2002	Ws_feedbk_genadot.doc
21	Participant's Feedback of Close-Out Workshop Effectiveness	MS Word 97	Feb. 2002	CO_feedbk_genadot.doc
22a/b	Partnering Evaluation Program (PEP) Partnership Close-Out Process Rating Form (2 Pages)	MS Word 97	Feb. 2002	Pep_Closeout_Form_FY2002_genadot.xls
23	Glossary of Terms	MS Word 95	Feb. 2002	Glossary_genadot.doc

Partnering Program

Integrated System

The Partnering Program provides the foundation to build partnerships, within state government, and among and between state government and its partners. This program is an integrated system of support services, education, administration, events & forums and partnering workshops.



Partnering Principles

TRUST	knowing that another partner will look out for the other partner's best interests
COMMITMENT	keeping agreements
COMMUNICATION	sharing information in an open and honest way
COOPERATION, TEAMWORK..... & RELATIONSHIPS	Partnership members working together toward common goals
ISSUE RESOLUTION	having agreements and a process in place so issues are prevented when possible, or are identified and resolved, before they harm the partnership or the project
MEASUREMENT/FEEDBACK	evaluating the progress of the partnership toward goals and learning from what works and what doesn't work
CONTINUOUS IMPROVEMENT	using the feedback to determine and make the required changes

PARTNERING PHILOSOPHY:

- There are many stakeholders associated with a partnership.
- Each stakeholder's definition of success must be considered and weighed equally.
- The common goals of the partnership members are achieved by working together.
- Creating a high trust culture allows partnership members to come to the table with their issues knowing that they will be treated fairly.
- The role of the senior leaders, as promoters and advocates of Partnering, is essential.
- Partnering is the way State Government does business.

PARTNERING CORE TEAM CONCEPT

GUIDELINES

- All perspectives are heard and considered
- Take responsibility for how you present your position
- Communicate in a way that promotes understanding and minimizes defensiveness
- Participate in a way that produces the best outcome for all

Core Group

MISSION:

To practice, support and promote Partnering throughout the community, and in all internal and external relationships

GOALS:

- Share partnering experiences, challenges and successes with the Advisory Committee and the Partnering Section
- Provide suggestions for change
- Network with other Stakeholders
- Champion Partnering on the job
- Connect with the Partnering Section for ongoing updates

MEMBERSHIP:

- All interested stakeholder groups

Advisory Committee

MISSION:

To provide a forum to address Partnering issues from all stakeholders, and to ensure the continued viability, evolution and dissemination of the Partnering principles and processes

GOALS:

- Identify, discuss and make recommendations for resolution of Partnering issues
- Provide guidance for Partnering practices and processes
- Champion Partnering and stay networked with stakeholder groups

MEMBERSHIP:

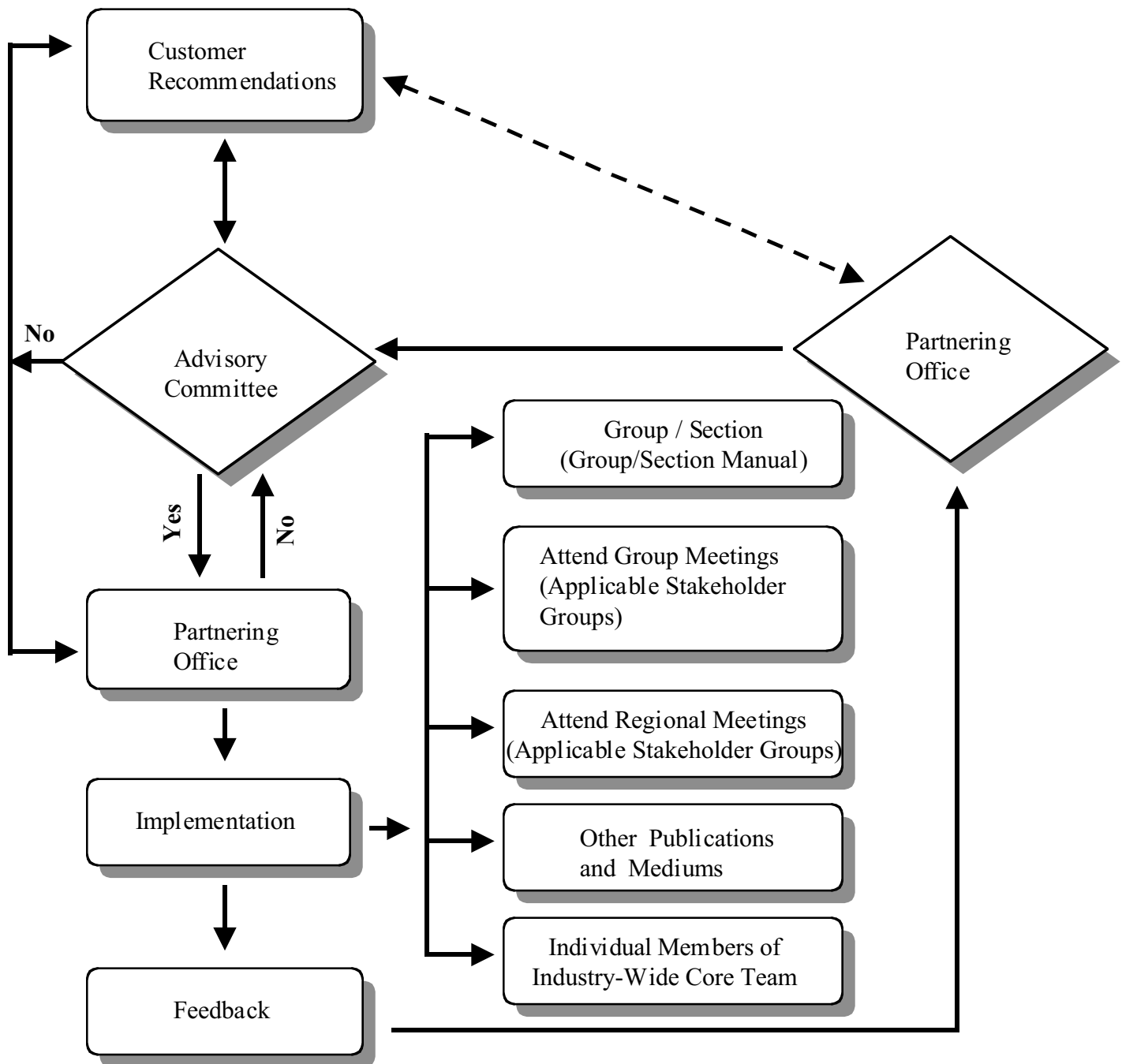
- All interested stakeholder groups

PARTNERING OFFICE STAFF:

- Design Improvements in the Partnering Processes
- Establish Criteria for meetings
- Write Lesson Plans for Workshops
- Utilize existing Workshops
- Establish criteria and forms for various processes
- Design implementation and validation system for all processes
- Implement all processes
- Validate all processes (indicate the health of partnering, short & long term methods)
- Continuous improvement of work processes

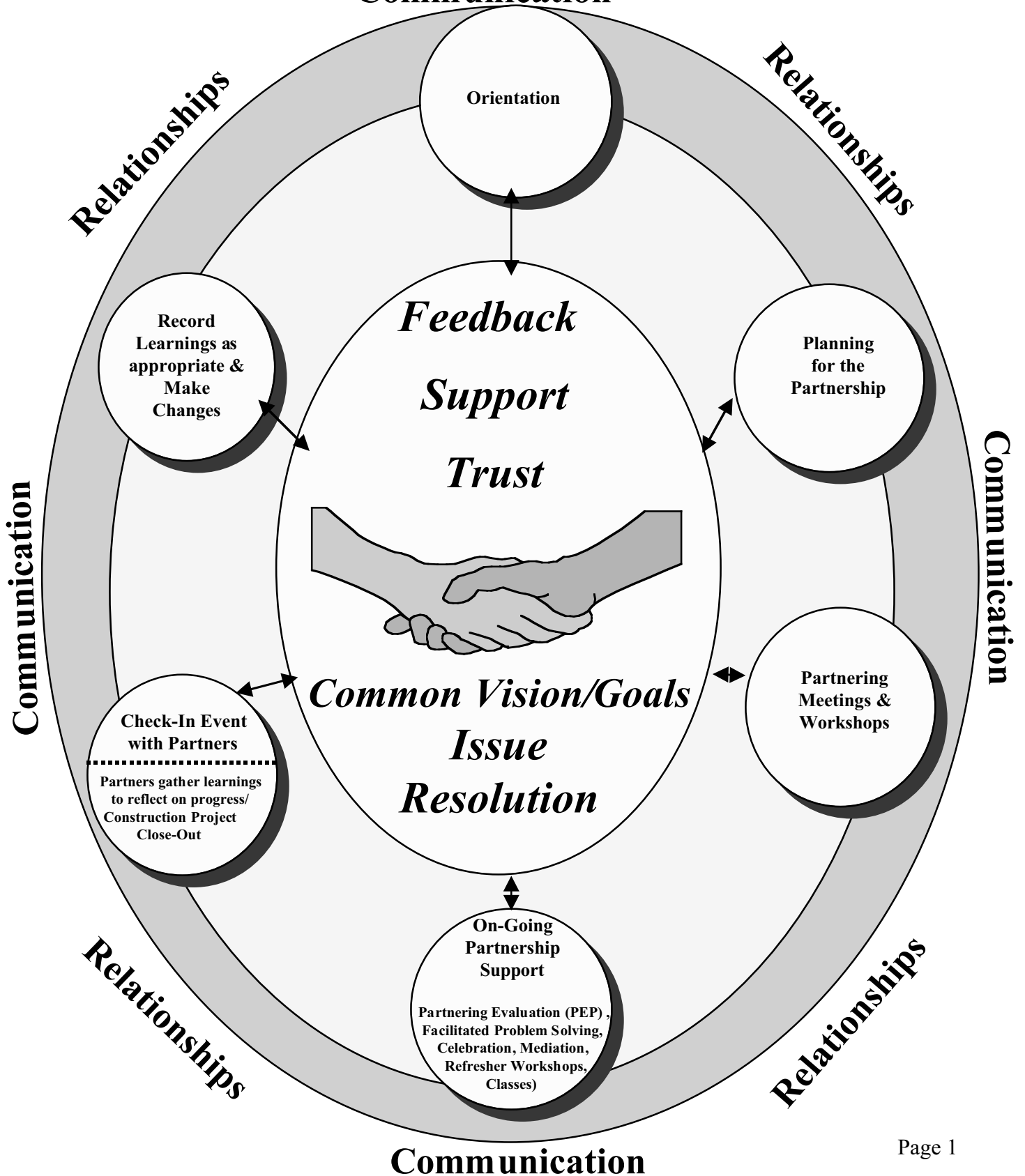
Partnering Process

Continuous Improvement Cycle



Building The Partnership

Communication



BUILDING THE PARTNERSHIP

Orientation

- Basic Partnering principles
- Partnering program & processes: options to build the Partnership
- Manager coaching
- Brochures
- Partnering classes, skills training, books, videos, et cetera

Planning for the Partnership

- Partnering coordinator responds to request for partnering
- Schedule roll-out of partnership
- For construction projects, individual review of project plans and special provisions; then review by project team leaders (state government agency and contractor) and facilitator
- Identify stakeholders; then list and invite stakeholders to attend Partnering Workshop/Meetings
- Identify facilitator and determine the need to attend a pre-workshop meeting
- Identify & review mutual issues, problems & common goals
- Management Team Buy-in
- Prepare data to present at workshop
- Confirm all workshop requirements with the Partnering Coordinator

Partnering Meetings & Workshop

- Reinforce Partnering goals, principles and agreements
- Review & evaluate the partnership's purpose, goals & relationships
- Address relationship and business issues
- Agree upon: Principles of Partnering, Charter, Evaluation Process & Issue Resolution
- Kick-Off Meeting

On-Going Partnership Support

- To bring new partners, who will impact the partnership, up to date
- Discuss issues at key phases of the partnership
- Congratulate and "pat on the back" at milestones in the partnership
- Re-focus and get back on track as needed
- Weekly/Monthly/Quarterly Meetings
- Refresher Workshops
- Issue Resolution/Mediation
- Feedback & Evaluation
- Measure and evaluate the partnership according to agreed upon criteria for a healthy partnership and partnership relationships

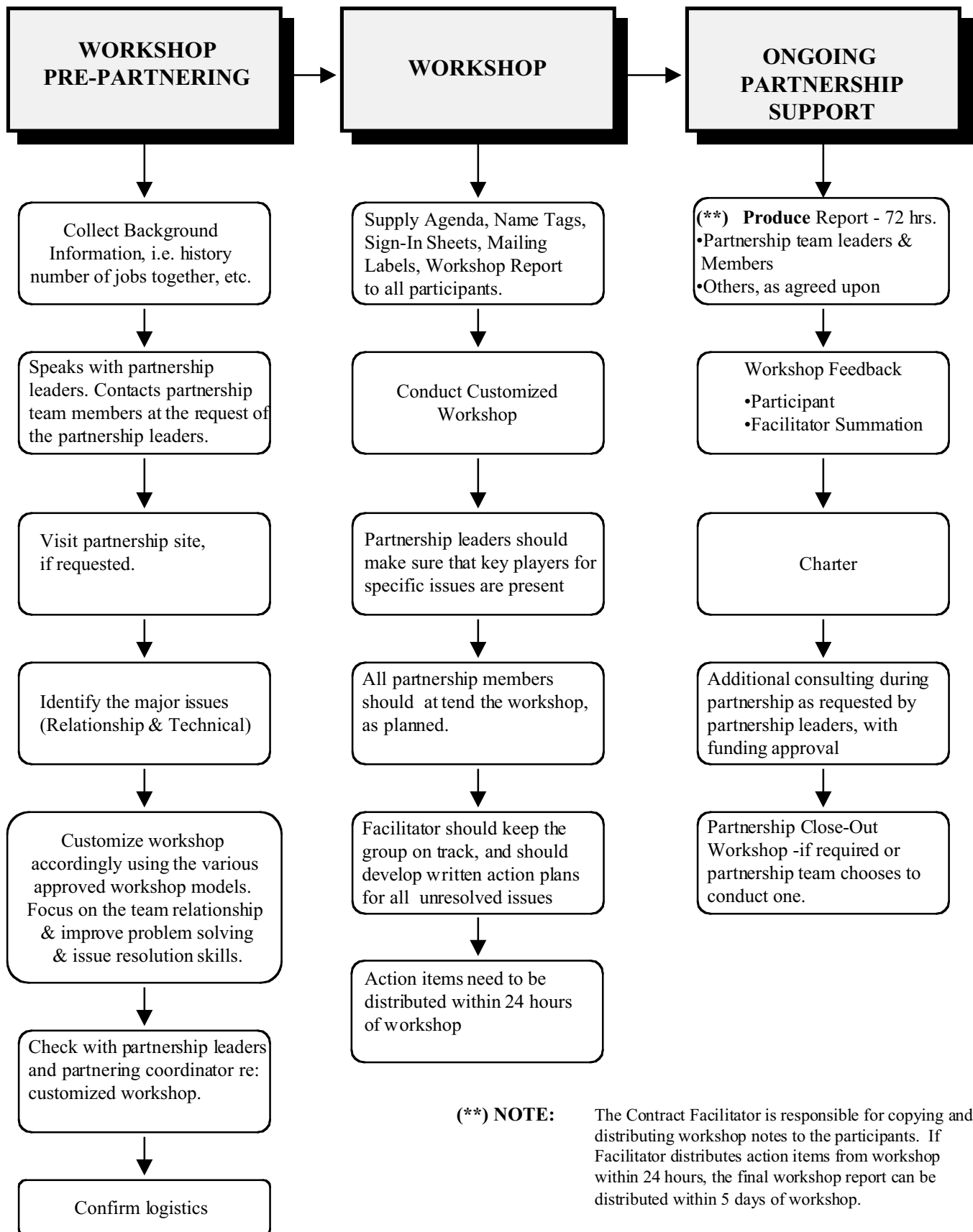
Check-In Event with Partners

- At substantial partnership milestones, team members (including technical support staff) document and evaluate the partnership (all learnings: challenges/successes)
- If a construction project, a Construction Project Close-Out (all learnings: challenges/successes), at substantial project completion
- Feedback from team members to champions, sponsors, & other internal stakeholders
- If a construction project, feedback to design and specifications for review, and recommendations to the Constructability Program for statewide implementation.
- At agreed upon time increments, formally review progress toward goals; assess and follow-up on results
- May take form of conference, workshop, final report or completion of partnering evaluation close-out forms, review quarterly report with group manager, or staff review of monthly report

Record Learnings As Appropriate & Make Changes

- Recommendations are forwarded to the appropriate Division/Section/Group/Unit/Team, who are then responsible for making changes according to feedback and lessons learned
- The impacted Division/Section/Group/Unit/Team is responsible for communicating changes to all stakeholders
- Timely follow-through of results and recommendations
- Provide appropriate training/review processes
- At staff meetings, use errors as training opportunity- timely & constructive

ROLE OF THE FACILITATOR IN THE PARTNERING PROCESS



(**) NOTE:

The Contract Facilitator is responsible for copying and distributing workshop notes to the participants. If Facilitator distributes action items from workshop within 24 hours, the final workshop report can be distributed within 5 days of workshop.

Planning the Workshop

Proper planning and preparation are necessary for a successful workshop. Planning requires time, sometimes many weeks, depending upon factors such as complexity and partnering experience. The Partnering coordinator, the partnership leaders and the facilitator all play key roles in this step.

Facilitator's role in planning the workshop

- Collect background information (e.g. history, number of jobs together, etc.)
- Speaks with partnership leaders
- Contacts additional partners at the request of the partnering leaders
- Visit the partnership/project location with partnership leaders, if requested
- Identify the major issues (relationship & technical)
- Customize workshop according to the input from the partnership members, using the various approved workshop models
- Focus on the team relationship & improve problem solving & issue resolution skills
- Confirm logistics

Funding

- Funding for building the partnership must be secured. There is a cost associated with pre-workshop planning (meetings with facilitator), the workshop (facilitator and facilities) and follow-up activities, which include the production and distribution of the report. The partners commonly share the costs.

Pre-Planning

Conduct a Pre-workshop Planning meeting and agree upon the following:

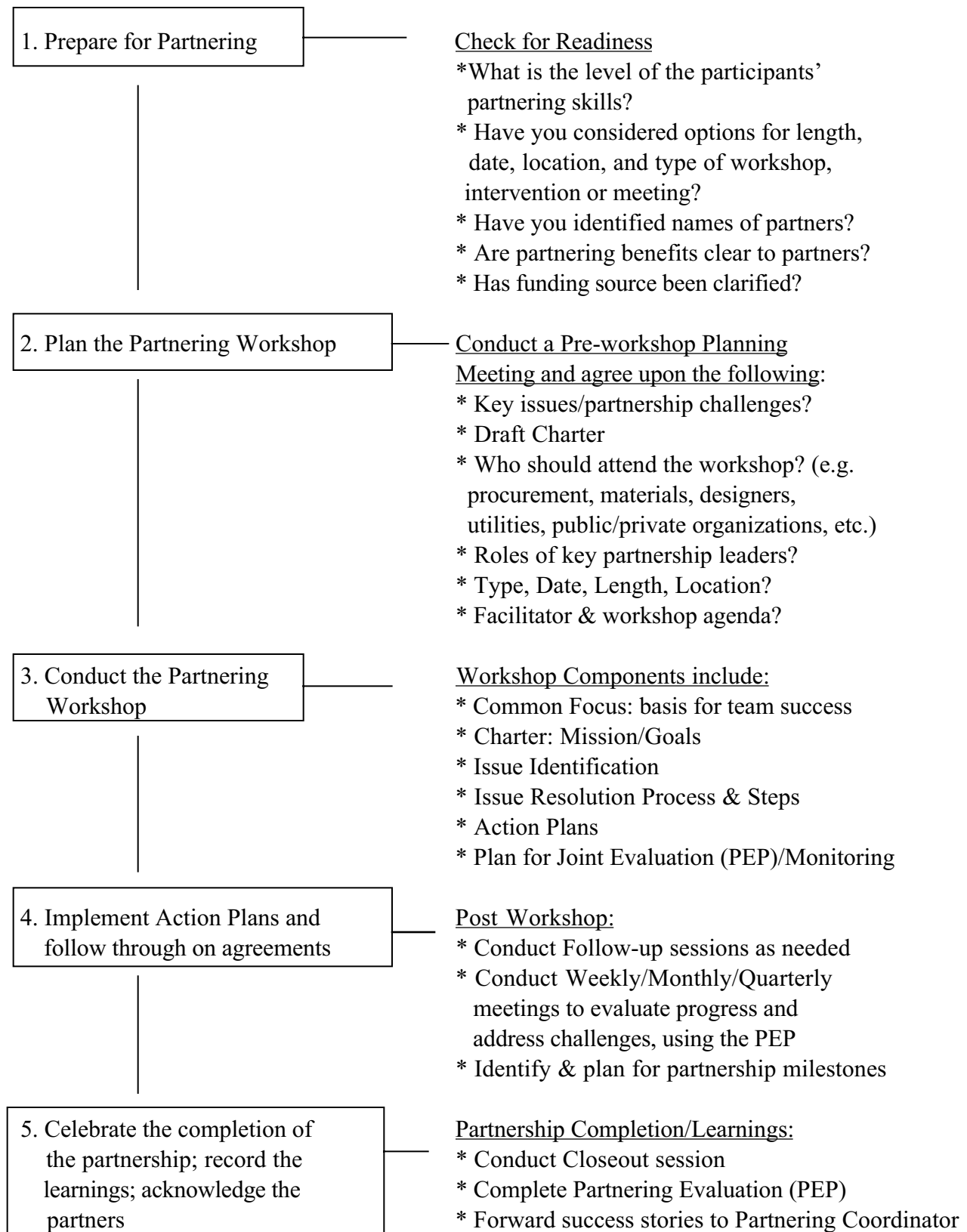
- Key issues/partnership challenges?
- Draft Charter (e.g. mission statement)
- Who should attend the workshop? (e.g. procurement, materials, designers, utilities, public/private organizations, etc.)
- Roles of key partnership leaders?
- Workshop type, date, length, location?
- Facilitator (if not already identified and in attendance at pre-workshop meeting)
- Workshop agenda
- Ways to work with partners who cannot attend and those who are new to partnering
- Ways to ensure management support
- Funding sources
- Lines of authority/decision-making
- Overall plan for building the partnership
- Ways to share workshop responsibility

For more information about Partnering workshops, contact the ADOT Partnering Website:

www.dot.state.az.us/ABOUT/partner

Partnering is a process of collaborative teamwork to achieve measurable results through agreements and productive working relationships.

STEPS TO PARTNERING



Partnering Roles

Champion/Implementers

Partnership Champions are two team members from different key stakeholder groups who are part of the partnership full time and identified at the Partnering Workshop. Their duties are to:

Continuously monitor how the Partnership is doing and take corrective action if and when it goes off course

- Approach people who will be active in the partnership, who did not attend the Partnering workshop, to discuss the concepts of Partnering, the team charter, issue resolution levels and the commitment of the key partnership team leaders to partner with them
- Ensure that those not present at the workshop sign off on the charter
- Be responsible to make sure the Partnering Evaluation Program (PEP) forms are distributed and collected
- Use PEP data to make course corrections
- Distribute the Partnering workshop meeting report to all stakeholders (includes subs & suppliers on a construction project)
- Encourage all team members to practice the partnering principles
- Ensure that the organization is prepared to function effectively in the partnering environment
- Communicate & celebrate partnering successes
- Note: If the champion leaves the partnership, another is chosen to carry on
Partnership problems that can't be resolved at the Operations level will be reported to the partnership leaders.

Senior leaders/Management Role

- Responsible for managing the structures and processes that guide the partnerships
- Responsible to model the partnering principles and enforce the partnering agreements
- Use PEP management reports to provide opportunities for team recognition, team support and coaching

Partnering Office Role

- Promote the use and health of the Partnering program
- Establish Facilitators' performance criteria and maintain feedback on their performance
- Strengthen customer relations with and link all partnering stakeholders (e.g. State Agency managers, supervisors, team members, contractors, designers, consultants, facilitators, agencies, and other partnering stakeholders)
- Deliver responsible and responsive leadership to the Partnering effort
- Promote Partnering education and training
- Measure the health of partnering relationships & the Partnering Program
- Listen and make changes based on customers' feedback

Types Of Partnerships

- Project Partnering

.....Among and between public & private entities (DOT and Contractor), governed by a buyer-seller contract.

- Public Partnering

.....Among and between DOTs, other state, local and federal agencies and non-governmental stakeholders.

- Internal Partnering

....Among and between members and work units of the same organization.

Short Term Partnerships are projects that have a finite, defined ending date.

Long Term Partnerships are strategic and build a foundation for ongoing, long-term working relationships..

Why Build A Partnership?

Project Partnering:

- ◆ Timely issue resolution resulting in decreased project delays
- ◆ Reduced labor disputes, claims & litigation
- ◆ Projects completed ahead of schedule & under budget
- ◆ Improved relationships with customers & suppliers

Public Partnering:

- ◆ Multi-state partnerships and agreements
- ◆ Cooperation of multiple jurisdictions
- ◆ Coordinated efforts of a variety of agencies
- ◆ New funding arrangements
- ◆ Improved relations with the public

Internal Partnering:

- ◆ Shared information & resources
- ◆ Streamlined procedures
- ◆ Eliminate duplicate systems
- ◆ Effective program expansion
- ◆ Collaborative ongoing relationships

Partnership Models

There are many customized ways to build a partnership based on its unique factors. The complexity of the partnership, which includes the diverse goals, the number of stakeholder groups, the degree of diversity, the number of issues, the duration, the funding and degree of politics involved, are all considered when determining the best model for each situation.

MINIMAL DEGREE OF COMPLEXITY MODEL:

Key ingredients to build partnerships that are minimally complex:

- Simple planning: 2-3 partnership leaders agree upon facilitator, invitees, duration and key issues
- One workshop for all interested partners
{short in duration (e.g. 2- 4 hours) and covers basic partnering components}
- Final feedback/evaluation

MODERATE DEGREE OF COMPLEXITY MODEL:

Key ingredients to build partnerships that are moderately complex:

- Blend of pre-workshop activity (for Development, this may include scope clarification and contract negotiation)
- Full day workshop (considered a kick-off for some partnerships)
- Spin off meetings to update new partners or provide a focused forum for different stakeholder groups
- Weekly meetings
- Periodic check-in, evaluation and process improvement based on feedback.
- Final partnership meeting (may include close-out workshops, lessons learned and any required transitions)

HIGH DEGREE OF COMPLEXITY MODEL:

Key ingredients to build partnerships that are highly complex:

- Series of pre-workshop planning meetings, involving key partnership leaders, after scheduling a facilitator
- Series of partnering workshops, to accommodate multi-tier leadership and the diverse needs of stakeholder groups
 - Core Team meetings prior to other stakeholder group workshops (formally facilitated, 2-4 hours each)
 - Core Team & Executive team meeting (facilitated by core team or formally facilitated, 2-4 hours)
 - Executive, Core & Field team meeting (formally facilitated, 4 hours)
 - Stakeholder workshops (formally facilitated, time adjusted to be appropriate for the group)
- On-going partnership support
 - Core Team (weekly meetings, discuss and develop action plans based on evaluation and feedback at one weekly meeting per month)
 - Core Team and Executive team meeting, quarterly (formally facilitated, 4-6 hours)
 - Periodic check-in and evaluation with partners
- Closeout Workshop

FACILITATOR GUIDELINES **FOR ALL PARTNERING WORKSHOPS**

- When planning to build the partnerships, choose the workshop model that best meets the needs of the specific partnership team. This may be a single workshop (anywhere from 2 hours to 2 days in duration) or a series of meetings and workshops.
- The facilitator should develop a rough draft of the charter with key players before the workshop, fine-tuning the rough draft during the workshop, to allow the workshop time to focus on other issues.
- Use partnership related activities (developing the team charter, clarifying roles & responsibilities, identifying partnership issues and issue resolution levels, action planning to address unresolved issues, and agreeing upon an evaluation process) to build the team.
- Stay focused on the partnership and the partnership relationships.
- Focus on measurement and feedback. Help the team identify specific ways to use the Partnering Evaluation Program (PEP).
- Use the required handouts as a reinforcement and reference to use after the workshop.
- Ensure that the goals are broad and objectives are partnership specific and measurable.

COMPONENTS OF THE PARTNERING WORKSHOP

The Partnering workshop is an important element of the overall *partnering process. The partnering workshop provides the opportunity for the **partnership members to meet, build relationships, develop the foundation for teamwork and to prepare for the work to come. The workshop participants should include representatives of all parties to the partnering effort, who will focus on successful completion of the partnership's goals. For those involved in the partnering effort, it is an opportunity to resolve issues without the pressures normally associated with an on-going project, program, service, process or product development. An issue resolution process is also developed to resolve issues and plan for those issues that are beyond the ability/authority of the operations level members.

The partnership leaders are those who lead the partnering effort to successful completion (e.g. Management level: divisions, sections, groups, units or teams; local/state/federal agencies, other public or private sector organizations; contractors or consultants; tribal entities; others). The leaders of any partnering effort should accept ownership and accountability for building the partnership. These leaders now focus on planning the workshop and leading it with the facilitator providing support. At the pre-workshop planning meeting, all leaders are responsible to develop a draft team charter, identify early issues, identify and clarify roles and work with the facilitator to develop an agenda. They also kick off the workshop, set the tone for the teamwork and close the workshop. Increased ownership and accountability for construction partnering workshops are reflected in the changing roles of the Resident Engineer, Contractor Project Manager and State Agency's Project Manager.

***Partnering** is a process of collaborative teamwork to achieve measurable results through agreements and productive working relationships.

****Partnership members** are those who work together to achieve the common goals of the partnership

WORKSHOP OUTCOMES

Participants will:

- Develop the Partnership
- Receive a handout which outlines the principles of Partnering
- Write a Partnership Charter
- Review and complete components of the Issue Resolution Process
- Understand the Evaluation Process by which the team and partnership can be measured

*** Principles of Partnering**

Outcome: Receive a handout which outlines the principles of Partnering

- Step #1 Facilitator presents Partnering overview (what it is)
- Step #2 Facilitator explains the purpose of Partnering (why use it)
- Step #3 Facilitator lists the benefits of Partnering and encourages participants to share relevant experiences

*** Charter (a written commitment of shared goals)**

Outcome: Write a Partnership Charter

- Step #1 Develop a mission statement
- Step #2 Identify partnership goals (use the 5 standard goals and identify additional ones, as needed)
- Step #3 Develop objectives that are specific to this project, program, process, service or product, and that are measurable)
- Step #4 All partnership members sign the charter

*** Issue Resolution Process**

Outcome: Understand the Issue Resolution Process

Identify the steps and levels within Issue Resolution
Receive the Issue Resolution Form

- Step #1 Explain and define the Issue Resolution Process and its importance
- Step #2 Identify issues (i.e. policy, business, technical etc.) and prioritize, as needed
- Step #3 Discuss and resolve as many issues as possible
- Step #4 Develop action plans to address unresolved issues
- Step #5 Develop the steps and levels within Issue Resolution (including documentation)

*** Evaluation Process**

Outcome: Understand the Evaluation Process by which the success of the Partnership can be measured

- Step #1 Facilitator explains the purpose of measurement & the evaluation process
- Step #2 Use the 5 standard goals, develop sub-goals of the 5 standard goals on a standardized Partnering Evaluation form, and add any additional goals, with sub-goals, to measure the success of the partnership
 - Quality
 - Communication
 - Issue Resolution
 - Team Work/Relationships
 - Schedule

(12b)

- Step #3 Determine frequency of evaluation
Guidelines for construction projects, which may or may not apply to other types of partnerships:
 3 months or less- Evaluate at close-out
 3-12 months- Evaluate monthly and at close out
 1 year or more Evaluate monthly, milestones and at project Close-out
- Step #4 Clarify the role of the responsible key partnership leaders in the evaluation process, emphasizing the importance of their responsibilities to assure that the evaluations occur on a timely basis, with input from partnership members and stakeholders, as appropriate
- Step #5 The Partnership leaders agree on evaluation meeting dates & the partnership members review the “Meeting Format Guideline”

WORKSHOP HANDOUTS:

(*) Key Handouts

- Communication Matrix/Sign-In Sheet (*)
- Feedback Form (*)
- Consensus Process & Checklist
- Ground rules
- Workshop Agenda (*)
- Building the Partnership(*)
- Partnering Overview: Definition & Philosophy
- What Partnering Is and Is Not
- Sample Charter (*)
- Key Resolution Factors
- Action Plan (*)
- Issue Resolution Process Overview
- Issue Resolution Process: Levels & Rules (*)
- Issue Resolution Process Key Points
- Issue Resolution Forms (*)
- Guidelines for Issue Resolution (*)
- Steps to Resolve Issues on the Job (*)
- Role of the Partnership Champions
- Partnering Evaluation Program (PEP): Goals, Purpose & Benefits (*)
- Partnering Evaluation Program (PEP) Process (*)
- PEP Measurement Reports
- PEP Rating Form (*)
- Partnering Check-In/Close-Out Rating Form
- Meeting Format Guideline (*)

(12c)

“ISSUE RESOLUTION STEPS”

An *Issue* is anything that requires discussion or resolution, in anyone’s mind.

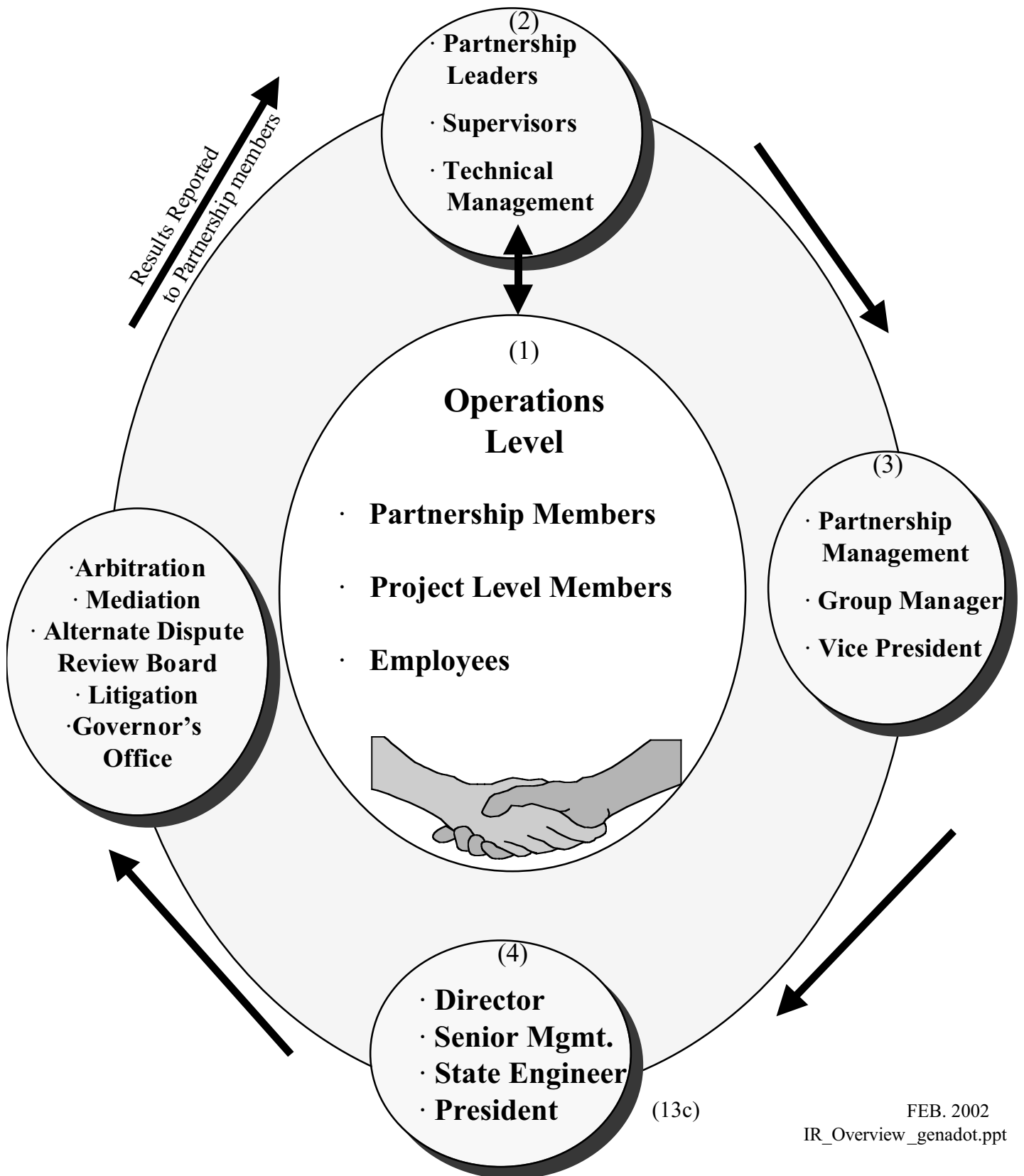
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|------------------------|---|
| <u>Step #1</u> | Identify and clarify the issue (who, what , how, where, when, etc.). |
| <u>Step #2</u> | Gather the facts. |
| <u>Step #3</u> | Determine who needs to be involved in the discussion of the issue. |
| <u>Step #4</u> | Assure uninterrupted time for each view to be stated and explained. |
| <u>Step #5</u> | Communicate the issue to all those involved and ask for input from anyone who might be able to help resolve the issue. |
| <u>Step #6</u> | Brainstorm a list of resolutions, (if needed combine and number),
prioritize the list and move on to discussion of the prioritized items.
Work together to identify alternate solutions through problem solving techniques |
| <u>Step #7</u> | Decide if there is agreement on the resolution at the operations level and within the agreed upon time frames. The group has reached consensus if each member can agree to one of the following: (1) I totally agree (2) The decision is acceptable (3) I can live with it, but I’m not enthusiastic (4) I do not fully agree, but I support the group’s decision. |
| <u>Step #8</u> | Record agreements and action items as part of the group’s action plan. |
| <u>Step #9</u> | If agreement cannot be reached, then use the “ Issue Resolution Levels ,” as needed. |
| <u>Step #10</u> | Bring back the final decision and rationale to all those involved, and highlight any lessons learned. |

GUIDELINES FOR ISSUE RESOLUTION

These guidelines promote the use of problem solving skills by everyone on the partnership team, in their everyday work

- 1) Know your partnership intimately, and be aware of unspoken conflicts.
- 2) Identify and clearly define issues openly and honestly. This enables the partnership team to resolve and learn from them. Issue resolution is an essential and valuable part of good business practices.
- 3) Issues need to be fully defined at the Partnership leader's level (in construction – the Resident Engineer's level).
- 4) Look at what is common between the parties and what variances that exist between the parties. If you can find a commonality it dissipates the negative energy by listing the differences, you can work on solutions to the differences.
- 5) Address problem solving through brainstorming possible solutions first, selecting the best option. ("We should not escalate so quickly").
- 6) All effected parties should be involved in all significant discussions of the issue resolution.
- 7) Look at the issue from the other person's point of view in order to better understand his/her perspective.
- 8) Focus on the issues, deal in facts and avoid "personalities"; this is not a test of wills, or a "score-keeping" exercise. Avoid blame. This helps to maintain positive relationships.
- 9) Negotiation - Fair/Fair. Find a peaceful middle ground between parties, all parties accept a position that allows them to save dignity. "Remember the things we've done for one another" If you can't get to a fair/fair, then agree to disagree and escalate together.
- 10) Keep your cool when the discussion gets heated.
- 11) Seek advice from the more experienced personnel. This is a valuable part of the process and is encouraged. (This is not an escalation, we are problem solving).
- 12) Seek out issues during each weekly meeting, and ask for individual input. Review the charts, graphs and comments found in the Partnering Evaluation Program (PEP). PEP reports should be reviewed monthly, at a minimum.
- 13) Assure that both the technical issues are resolved and their fiscal impacts are generally agreed upon at the same time.
- 14) When escalating an issue, honor the time pledges committed to during the partnering workshop.
- 15) Time pledges must consider the impact that the issue will have on the partnership and then agree upon a time limit which reflects the urgency, and use the time pledges as a guideline. Issues involving lost time, public safety and monetary impact must be dealt with immediately.
- 16) Time pledges may be modified depending upon the issue and **agreed** upon among key players.
- 17) Know that saying "I don't know" is acceptable, and should be viewed as an opportunity for learning.
- 18) Clearly understand the various levels of authority of other team members. Do not stop Talking.

Issue Resolution Process Overview



ISSUE RESOLUTION PROCESS: LEVELS & RULES

Identifying the levels and rules helps partnership members set realistic time frames to resolve each issue, depending upon the issue's impact on the partnership.

At whatever level the issue is resolved, the key partnership members help to define and communicate the results back to the ALL team members.

Level	PARTNERS	Time
1. Operations Team Member	<hr/> <hr/> <hr/>	
2. Supervisor/ Technical Leader	<hr/> <hr/> <hr/>	
3. Group Management/ Vice-President	<hr/> <hr/> <hr/>	
4. Senior Management/ Director/ President	<hr/> <hr/> <hr/>	

RULES

- Issues need to be clearly defined by all parties. Deal with pertinent facts, separate the technical issues from policy issues and business issues, maintaining the original definition throughout the issue resolution process.
- Once defined, document what the issue is and give a status review for the next level to consider, and utilize the appropriate form at every level.
- Either party may initiate "escalation", but acknowledgment and signatures are required by both parties. Once "escalation" is initiated, the issue should be transmitted jointly by those involved from one level to the next level, to eventual resolution.
- Once an issue is in the process, it should be resolved at the Operations level closest to the issue.
- The person that reached the resolution will assure that the resolution information is communicated in writing, including the rationale (e.g. technical, versus policy, versus business) for the resolution, to all affected parties.
- Problems are to be resolved in accordance with the issue resolution process developed in the partnering workshop. There should be no "leapfrogging" across the levels of the issue resolution process.
- Individuals shall make decisions that are within their expertise and comfort level. "No one has the right to screw up a partnership. If you don't feel comfortable with the decision you're being asked to make, escalate it."

Issue Resolution Form

Date Received: _____
(Use additional sheets if necessary.)

Page: _____

OPERATIONS LEVEL

ISSUE:	Partnership Name:
	Other Partnership Information:
Partnership Leader:	Partnership member- Requester:

The Issue is: _____ **A Policy Issue;** _____ **A Scope, Schedule, Budget Issue;** _____ **A Technical Issue;** _____ **A Personnel Issue;** _____ **Other Type of Issue:** _____
List individuals and organizations affected by this issue and its resolution (i.e. Public/Private entities, Customers, Suppliers, partnership members, Design, Materials, Maintenance, Local Government, Utilities, Other Governmental Agencies, School Districts, Tribal entities, the traveling public, etc.):

Name/Position/Organization:

Brief description of the issue needing further assistance for resolution:

Brief description of the resolutions attempted:

Names of persons assisting with Resolution at this Level:

Issue resolved: ____ Yes. Describe resolution below.

Issue resolved: ____ No. Forwarded to next level on _____ (date) at _____.
Additional comments, or, recommendations:

If resolved, written feedback of the resolution was transmitted to Partnership Members and Persons affected by this issue on _____ (date) by _____.

PARTNERSHIP LEADER:
SIGNATURE

REQUESTER(S):
SIGNATURE

Issue Resolution Form

Date Received: _____
(Use additional sheets if necessary.)

Page: _____

PARTNERSHIP LEADER LEVEL

ISSUE:	Partnership Name:
Partnership Leader:	Other Partnership Information:
	Partnership member- Requester:

The Issue is: _____ **A Policy Issue;** _____ **A Scope, Schedule, Budget Issue;** _____ **A Technical Issue;** _____ **A Personnel Issue;** _____ **Other Type of Issue:** _____
List individuals and organizations affected by this issue and its resolution (i.e. Public/Private entities, Customers, Suppliers, partnership members, Design, Materials, Maintenance, Local Government, Utilities, Other Governmental Agencies, School Districts, Tribal entities, the traveling public, etc.):

Name/Position/Organization:

Brief description of the issue needing further assistance for resolution:

Brief description of the resolutions attempted:

Names of persons assisting with Resolution at this Level:

Issue resolved: ____ Yes. Describe resolution below.

Issue resolved: ____ No. Forwarded to next level on _____ (date) at _____.
Additional comments, or, recommendations:

If resolved, written feedback of the resolution was transmitted to Partnership Members and Persons affected by this issue on _____ (date) by _____.

PARTNERSHIP LEADER:
SIGNATURE

REQUESTER(S):
SIGNATURE

Issue Resolution Form

Date Received: _____
(Use additional sheets if necessary.)

Page: _____

PARTNERSHIP MANAGEMENT LEVEL

ISSUE:	Partnership Name:
	Other Partnership Information:
Partnership Leader:	Partnership member- Requester:

The Issue is: _____ **A Policy Issue;** _____ **A Scope, Schedule, Budget Issue;** _____ **A Technical Issue;** _____ **A Personnel Issue;** _____ **Other Type of Issue:** _____
List individuals and organizations affected by this issue and its resolution (i.e. Public/Private entities, Customers, Suppliers, partnership members, Design, Materials, Maintenance, Local Government, Utilities, Other Governmental Agencies, School Districts, Tribal entities, the traveling public, etc.):

Name/Position/Organization:

Brief description of the issue needing further assistance for resolution:

Brief description of the resolutions attempted:

Names of persons assisting with Resolution at this Level:

Issue resolved: ____ Yes. Describe resolution below.

Issue resolved: ____ No. Forwarded to next level on _____ (date) at _____.
Additional comments, or, recommendations:

If resolved, written feedback of the resolution was transmitted to Partnership Members and Persons affected by this issue on _____ (date) by _____.

PARTNERSHIP LEADER:
SIGNATURE

REQUESTER(S):
SIGNATURE

Issue Resolution Form

Date Received: _____
(Use additional sheets if necessary.)

Page: _____

DIRECTOR LEVEL

ISSUE:	Partnership Name:
Partnership Leader:	Other Partnership Information:
	Partnership member- Requester:

The Issue is: _____ **A Policy Issue;** _____ **A Scope, Schedule, Budget Issue;** _____ **A Technical Issue;** _____ **A Personnel Issue;** _____ **Other Type of Issue:** _____
List individuals and organizations affected by this issue and its resolution (i.e. Public/Private entities, Customers, Suppliers, partnership members, Design, Materials, Maintenance, Local Government, Utilities, Other Governmental Agencies, School Districts, Tribal entities, the traveling public, etc.):

Name/Position/Organization:

Brief description of the issue needing further assistance for resolution:

Brief description of the resolutions attempted:

Names of persons assisting with Resolution at this Level:

Issue resolved: ____ Yes. Describe resolution below.

Issue resolved: ____ No. Forwarded to next level on _____ (date) at _____.
Additional comments, or, recommendations:

If resolved, written feedback of the resolution was transmitted to Partnership Members and Persons affected by this issue on _____ (date) by _____.

(13h)

PARTNERING EVALUATION PROGRAM (PEP) **PROCESS**

During Workshop

- Step #1 Facilitator explains the purpose of measurement & the evaluation process.
- Step #2 Use the five standard goals and develop sub-goals for each on a Partnering Evaluation Program (PEP) form:
- Quality
 - Communication
 - Issue Resolution
 - Team Work/Relationship
 - Schedule
- Then add any additional ones, along with sub-goals, to measure the success of the partnership.
- Step #3 Determine frequency of evaluation for the partnership.
- Guidelines for construction projects:*
- | | |
|--------------------------|---|
| <i>3 months or less-</i> | <i>Evaluate at Close-Out</i> |
| <i>3-12 months-</i> | <i>Evaluate monthly and at Close-Out</i> |
| <i>1 year or more-</i> | <i>Evaluate monthly, at milestones and at Close-Out</i> |
- Step #4 Clarify the roles of the responsible partnership leaders in the evaluation process, emphasizing the importance of their responsibilities to assure that the evaluations occur on a timely basis, with input from partnership members and stakeholders, as appropriate.
- Step #5 Partnership leaders agree on evaluation meeting dates & the partnership members review the "Meeting Format Guideline."

Post Workshop

- Step #6 Conduct evaluations (i.e. through individual input; during weekly, or monthly or quarterly meetings; ongoing etc.), and take appropriate action based on the input.
- Step #7 Monitor the agreements for compiling and distributing the evaluation data.
- Step #8 Use the evaluation data to track the overall health of the partnership.

PARTNERING EVALUATION PROGRAM (PEP)
ROLES & RESPONSIBILITIES

Partnership Team

Partnership team members such as employees, associates, work unit members, customers, suppliers, foremen, resident engineer, planners, consultants....

- The people closest to the work use PEP monthly feedback to keep themselves on track as a team.
- The PEP feedback data is discussed openly at a monthly meeting (it can be one of the regularly scheduled weekly meetings).
- The team members resolve their own issues and ask for expert assistance as needed.
- On construction projects, the prime-contractor, sub-contractors, suppliers and other primary partners are part of the team and are also expected to receive the charts/graphs/feedback and take an active role in utilizing the information received.
- PEP is used for team reflection, team growth, learning and recognition of a job well done.

Leadership

Leaders such as Partnership Supervisors, Managers, Partnering Manager, Administrators, District Engineers, Construction ORG leaders, Directors.....

- These people are also responsible for the success of partnership and relationships and use PEP management reports to provide opportunities for team recognition, team support and coaching.

Partnering Office

Partnering Office staff members

- The staff uses PEP to provide measurements to reflect the progress of the program toward its goals.

PARTNERING EVALUATION PROGRAM (PEP) PROCESS RATING FORM

Partnership Name: _____

Partnership Description: _____

Period Being Evaluated: _____

Standard Evaluation Goals	Evaluation Criteria and Scores										
(1) Quality The process to construct and document quality has: SUB-GOALS:	Significant Problems			Performed Below Expectations		Met Expectations		Exceeded Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0			
	Comments:										
	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </div>										
(2) Communication The process of timely, accurate information flow is: SUB-GOALS:	Below Levels to Support Partnership			At Marginally Acceptable Levels		At Expected Levels		Exceeding Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0			
	Comments:										
	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </div>										
(3) Issue Resolution Team members and their counterparts identify issues and find that the process of timely resolution or escalations is: SUB-GOALS:	Not Functioning			Functioning, but Untimely		Established and Functioning		Exceeding Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0			
	Comments:										
	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </div>										
(4) Team Work & Relationship Interrelationships of team members are understood and an open and coordinated effort by all members has: SUB-GOALS:	Not Yet Been Achieved			Occurred in a few Cases		Met Expectations		Exceeded Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0			
	Comments:										
	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </div>										
(5) Schedule The process to monitor and assure the partnership's completion is: SUB-GOALS:	Unresponsive			Marginally Successful		Meeting Expectations		Exceeding Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0			
	Comments:										
	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </div>										

(16a)

Optional Evaluation Goals	Evaluation Criteria and Scores									
6 FEB. 2002	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	Don't Know	

PARTNERING EVALUATION PROGRAM (PEP) PROCESS RATING FORM

SUB-GOALS:	Comments: <hr/> <hr/> <hr/> <hr/> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </div>
7	<div style="display: flex; justify-content: space-between; font-size: 0.8em; margin-bottom: 5px;"> 0.51.01.52.02.53.03.54.0Don't Know </div> Comments: <hr/> <hr/> <hr/> <hr/> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </div>
8	<div style="display: flex; justify-content: space-between; font-size: 0.8em; margin-bottom: 5px;"> 0.51.01.52.02.53.03.54.0Don't Know </div> Comments: <hr/> <hr/> <hr/> <hr/> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </div>
9	<div style="display: flex; justify-content: space-between; font-size: 0.8em; margin-bottom: 5px;"> 0.51.01.52.02.53.03.54.0Don't Know </div> Comments: <hr/> <hr/> <hr/> <hr/> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </div>
10	<div style="display: flex; justify-content: space-between; font-size: 0.8em; margin-bottom: 5px;"> 0.51.01.52.02.53.03.54.0Don't Know </div> Comments: <hr/> <hr/> <hr/> <hr/> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </div>

Additional Comments:

Organization Name: <hr/>	Evaluator Type: <u>Identify Stakeholder Groups</u> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 60%;"> Your Name (Optional) <hr/> </div> <div style="width: 35%; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> </div> </div>
(16b)	<div style="display: flex; justify-content: space-around;"> Insert Group Here Insert Group Here Insert Group Here </div> <div style="text-align: center; margin-top: 5px;">Other</div>

Meeting Format Guideline

This communication tool is used to identify agreed upon activities before, during and after meetings.

PARTNERSHIP NAME: _____ Date: _____

ATTENDEES:

Name	Company/Organization	Name	Company/Organization

The following topics were discussed, noting actions taken/planned & any other relevant comments:

<u>TOPICS</u>	<u>ACTIONS</u> (what, who & when)	<u>COMMENTS</u>
---------------	-----------------------------------	-----------------

- **Follow-through from Previous Meetings (when applicable)**

- **Schedule**

- **Partnership Related, Problems and Solutions**

- **Items Due or Overdue**

- **Partnering Action Items**

- **Key Partners who should be advised about the Next Meeting**

- **Partnering Evaluations (Weekly, monthly or quarterly evaluations OR informal review/assessment of Partnership)**

- **Future Issues**

Meeting Guidelines:

- Meetings should be an extension of building the partnership
- Use pre-developed agendas
- Include advance notice of future issues as agenda items
- Use the “minutes”/notes of the agenda discussions, especially agreements reached at the meeting, with team assignments, as a tool for following through on items requiring further action
- Advise all key partners of the next meeting when their participation is required
- Conduct partnering evaluations, using informal or formal evaluations, as a meeting agenda item, with a focus on partnership effectiveness and working together

PARTNERING EVALUATION PROGRAM (PEP) PROCESS RATING FORM - GENERIC

Partnership Name: Arizona Highways Magazine
Partnership Description: 2003 Calendar Team
Period Being Evaluated: January 2002

Standard Evaluation Goals

Evaluation Criteria and Scores

<p style="text-align: center;">(1) Quality</p> <p>The <u>process</u> to conduct our business in a quality manner has:</p> <p>SUB-GOALS: Customer satisfaction is required. We analyze and correct problems that confront us. We do the right thing right the first time</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Significant Problems</td> <td style="text-align: center;">Performed Below Expectations</td> <td style="text-align: center;">Met Expectations</td> <td style="text-align: center;">Exceeded Expectations</td> <td style="text-align: center;">Don't Know</td> </tr> <tr> <td style="text-align: center;">0.5 1.0 1.5</td> <td style="text-align: center;">2.0 2.5</td> <td style="text-align: center;">3.0 3.5 4.0</td> <td></td> <td></td> </tr> </table> <p>Comments: Our form 105 has caused customer problems for some time. We completed a revision on 1/16/02 that will eliminate the problem in the future.</p> <p style="text-align: right;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input checked="" type="checkbox"/> Provide Recognition </p>	Significant Problems	Performed Below Expectations	Met Expectations	Exceeded Expectations	Don't Know	0.5 1.0 1.5	2.0 2.5	3.0 3.5 4.0		
Significant Problems	Performed Below Expectations	Met Expectations	Exceeded Expectations	Don't Know							
0.5 1.0 1.5	2.0 2.5	3.0 3.5 4.0									
<p style="text-align: center;">(2) Communication</p> <p>The <u>process</u> of timely, accurate information flow is:</p> <p>SUB-GOALS: We always practice effective communication. Communication gaps are permanently corrected. We respect each other's views.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Below Levels to Support Partnership</td> <td style="text-align: center;">At Marginally Acceptable Levels</td> <td style="text-align: center;">At Expected Levels</td> <td style="text-align: center;">Exceeding Expectations</td> <td style="text-align: center;">Don't Know</td> </tr> <tr> <td style="text-align: center;">0.5 1.0 1.5</td> <td style="text-align: center;">2.0 2.5</td> <td style="text-align: center;">3.0 3.5 4.0</td> <td></td> <td></td> </tr> </table> <p>Comments: We get too busy sometimes and don't follow our established communication protocols which creates breakdowns/gaps as recently witnessed on the xyz project.</p> <p style="text-align: right;"> <input checked="" type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </p>	Below Levels to Support Partnership	At Marginally Acceptable Levels	At Expected Levels	Exceeding Expectations	Don't Know	0.5 1.0 1.5	2.0 2.5	3.0 3.5 4.0		
Below Levels to Support Partnership	At Marginally Acceptable Levels	At Expected Levels	Exceeding Expectations	Don't Know							
0.5 1.0 1.5	2.0 2.5	3.0 3.5 4.0									
<p style="text-align: center;">(3) Issue Resolution</p> <p>Team members and their counterparts identify issues and find that the <u>process</u> of timely resolution or escalations is:</p> <p>SUB-GOALS: Issues are resolved respectfully and quickly. We focus on the problem not the person. We focus on preventing reoccurrence.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Not Functioning</td> <td style="text-align: center;">Functioning, but Untimely</td> <td style="text-align: center;">Established and Functioning</td> <td style="text-align: center;">Exceeding Expectations</td> <td style="text-align: center;">Don't Know</td> </tr> <tr> <td style="text-align: center;">0.5 1.0 1.5</td> <td style="text-align: center;">2.0 2.5</td> <td style="text-align: center;">3.0 3.5 4.0</td> <td></td> <td></td> </tr> </table> <p>Comments: We are learning not to "Blame" people when problems arise - there is improvement but we must continue to practice.</p> <p style="text-align: right;"> <input type="checkbox"/> Take Action <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </p>	Not Functioning	Functioning, but Untimely	Established and Functioning	Exceeding Expectations	Don't Know	0.5 1.0 1.5	2.0 2.5	3.0 3.5 4.0		
Not Functioning	Functioning, but Untimely	Established and Functioning	Exceeding Expectations	Don't Know							
0.5 1.0 1.5	2.0 2.5	3.0 3.5 4.0									
<p style="text-align: center;">(4) Team Work & Relationship</p> <p>Interrelationships of team members are understood and an open and coordinated effort by all team members has:</p> <p>SUB-GOALS: We respect each other. We agree to disagree. We practice being a good team each time we interface.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Not Yet Been Achieved</td> <td style="text-align: center;">Occurred in a few Cases</td> <td style="text-align: center;">Met Expectations</td> <td style="text-align: center;">Exceeded Expectations</td> <td style="text-align: center;">Don't Know</td> </tr> <tr> <td style="text-align: center;">0.5 1.0 1.5</td> <td style="text-align: center;">2.0 2.5</td> <td style="text-align: center;">3.0 3.5 4.0</td> <td></td> <td></td> </tr> </table> <p>Comments: We need more training in how to perform our team members/team leaders roles - we are unclear of what and how to conduct problem solving sessions.</p> <p style="text-align: right;"> <input checked="" type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition </p>	Not Yet Been Achieved	Occurred in a few Cases	Met Expectations	Exceeded Expectations	Don't Know	0.5 1.0 1.5	2.0 2.5	3.0 3.5 4.0		
Not Yet Been Achieved	Occurred in a few Cases	Met Expectations	Exceeded Expectations	Don't Know							
0.5 1.0 1.5	2.0 2.5	3.0 3.5 4.0									
<p style="text-align: center;">(5) Schedule</p> <p>The <u>process</u> to monitor and assure that schedule commitments are delivered is:</p> <p>SUB-GOALS: On-time delivery of services and commitments. Proactive consideration of customer/coworker needs are top priority.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Unresponsive</td> <td style="text-align: center;">Marginally Successful</td> <td style="text-align: center;">Meeting Expectations</td> <td style="text-align: center;">Exceeding Expectations</td> <td style="text-align: center;">Don't Know</td> </tr> <tr> <td style="text-align: center;">0.5 1.0 1.5</td> <td style="text-align: center;">2.0 2.5</td> <td style="text-align: center;">3.0 3.5 4.0</td> <td></td> <td></td> </tr> </table> <p>Comments: Our on-time service delivery, according to our measurements, is exceptional.</p> <p style="text-align: right;"> <input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input checked="" type="checkbox"/> Provide Recognition </p>	Unresponsive	Marginally Successful	Meeting Expectations	Exceeding Expectations	Don't Know	0.5 1.0 1.5	2.0 2.5	3.0 3.5 4.0		
Unresponsive	Marginally Successful	Meeting Expectations	Exceeding Expectations	Don't Know							
0.5 1.0 1.5	2.0 2.5	3.0 3.5 4.0									

PARTNERING EVALUATION PROGRAM (PEP) PROCESS RATING FORM - GENERIC

Suggested Evaluation Goals	Evaluation Criteria and Scores										
(6) Job Enrichment The <u>process</u> of ensuring our jobs are rewarding and enriching is: SUB-GOALS: A positive work environment exists. We focus on helping each other be successful. We look out for each other.	Not Working		Marginally Successful			Meeting Expectations		Exceeding Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0			
	Comments: This is an on-going effort - we need to have more informational get-togethers to know each other better.										
	<input checked="" type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition										
(7) Customer Satisfaction The <u>process</u> of achieving customer satisfaction is: SUB-GOALS: We are our customers' provider of choice. Customer satisfaction is the way we do business - it's our culture.	Not Working		Marginally Successful			Meeting Expectations		Exceeding Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0			
	Comments: Customer satisfaction is our culture - our customers seem to appreciate us.										
	<input type="checkbox"/> Take Action <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition										
(8) Code of Conduct The <u>process</u> of always using our Code of Conduct is: SUB-GOALS: Our Code of Conduct guides our actions. We address issues of conduct as they arise and resolve them quickly.	Not Apparent		Marginally Effective			Effective		Highly Effective		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0			
	Comments: Good so far.										
	<input type="checkbox"/> Take Action <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition										
(9) Team Charter The <u>process</u> of living by our Team Charter is: SUB-GOALS: We live by our Team Charter. Our business reflects our strong commitment to our Charter and goals.	Not Working		Marginally Successful			Meeting Expectations		Exceeding Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0			
	Comments: We are on track so far. We review our Charter each quarter.										
	<input type="checkbox"/> Take Action <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition										
(10) Our Partnership The <u>process</u> of operating as a partnership team is: SUB-GOALS: Our business reflects our on-going focus and commitment on partnership principles. We nurture our partnership regularly.	Not Working		Marginally Successful			Meeting Expectations		Exceeding Expectations		Don't Know	
	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0			
	Comments: We remain committed to our partnership and consider it as part of who we are. We are doing well.										
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input checked="" type="checkbox"/> Provide Recognition										

Additional Comments:

Organization Name: Arizona Highways Magazine

Your Name (Optional): John Producer

Evaluator Type: Identify Stakeholder Groups

Management Group
 Production Group
 Marketing Group
 Other

X

17b

FACILITATOR FEEDBACK ON PARTNERING WORKSHOP

(PLEASE RETURN THIS COMPLETED FORM WITH YOUR REPORT)

Partnership Name: _____

If applicable, Project # _____ TRACS # _____

Facilitator's Name _____ Workshop Date _____

1. What level of cooperation/input did you get from each partnership leader?

2. How knowledgeable were the partnership leaders about the partnership issues and scope?

3. What was the attitude of each partnership leader during the Workshop?

4. What comments do you have regarding the Workshop Facility? _____

5. What other comments do you have? _____

PARTNERSHIP WORKSHOP

PARTICIPANT'S FEEDBACK OF WORKSHOP EFFECTIVENESS

Partnership Name: _____

If applicable: Project # _____ TRACS # _____

Facilitator's Name: _____ Date of Workshop: _____

1. What is your overall rating of the effectiveness of this workshop?

Workshop Format Needs Improvement			Did Not Meet My Expectations		Met My Expectations		Exceeded My Expectations
0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0

Comments: _____

2. What about this workshop was most valuable to you?

3. What would have improved the effectiveness of this workshop?

4. How do you rate the effectiveness of the Facilitator?

Facilitation Needs Improvement			Did Not Meet My Expectations		Met My Expectations		Exceeded My Expectations
0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0

Comments: _____

5. How do you rate the partnership team's potential effectiveness?

Partnership Team Needs Improvement			Did Not Meet My Expectations		Met My Expectations		Exceeded My Expectations
0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0

Comments: _____

6. What other comments do you wish to offer?

Name: _____

Organization: _____

Position: _____

PARTNERSHIP CLOSE-OUT WORKSHOP

PARTICIPANT'S FEEDBACK OF WORKSHOP EFFECTIVENESS

Partnership Name: _____

If applicable: Project # _____ TRACS # _____

Facilitator's Name: _____ Date of Workshop: _____

1. What is your overall rating of the effectiveness of this workshop?

Workshop Format Needs Improvement			Did Not Meet My Expectations		Met My Expectations		Exceeded My Expectations
0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0

Comments: _____

2. What about this workshop was most valuable to you?

3. What would have improved the effectiveness of this workshop?

4. How do you rate the effectiveness of the Facilitator?

Facilitation Needs Improvement			Did Not Meet My Expectations		Met My Expectations		Exceeded My Expectations
0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0

Comments: _____

5. How do you rate the partnership team's potential effectiveness?

Partnership Team Needs Improvement			Did Not Meet My Expectations		Met My Expectations		Exceeded My Expectations
0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0

Comments: _____

6. What other comments do you wish to offer?

Name: _____

Organization: _____

Position: _____

PARTNERING EVALUATION PROGRAM (PEP) CLOSE-OUT PROCESS RATING FORM - GENERIC

Partnership Name: _____

Partnership Description: _____

Period Being Evaluated: _____

Standard Evaluation Goals

Evaluation Criteria and Scores

<p style="text-align: center;">(1) Quality</p> <p>The process to conduct our business in a quality manner had:</p> <p>SUB-GOALS:</p>	Significant Problems	Performed Below Expectations	Met Expectations	Exceeded Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

<p style="text-align: center;">(2) Communication</p> <p>The process of timely, accurate information flow was:</p> <p>SUB-GOALS:</p>	Below Levels to Support Project	At Marginally Acceptable Levels	At Expected Levels	Exceeding Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

<p style="text-align: center;">(3) Issue Resolution</p> <p>Team members and their counterparts identify issues and found that the process of timely resolution or escalation was:</p> <p>SUB-GOALS:</p>	Not Functioning	Functioning, but Untimely	Established and Functioning	Exceeding Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

<p style="text-align: center;">(4) Team Work & Relationship</p> <p>Interrelationships of team members were understood and an open and coordinated effort by all members had:</p> <p>SUB-GOALS:</p>	Not Yet Been Achieved	Occurred in a few Cases	Met Expectations	Exceeded Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

<p style="text-align: center;">(5) Schedule</p> <p>The process to monitor and assure that schedule commitments were delivered was:</p> <p>SUB-GOALS:</p>	Unresponsive	Marginally Successful	Meeting Expectations	Exceeding Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

PARTNERING EVALUATION PROGRAM (PEP) CLOSE-OUT PROCESS RATING FORM - GENERIC

Optional Evaluation Goals	Evaluation Criteria and Scores
<div style="text-align: center; font-weight: bold; font-size: 1.2em;">(6)</div> <div style="margin-top: 20px;">SUB-GOALS:</div>	<div style="display: flex; justify-content: space-between; font-size: 0.8em;"> 0.51.01.52.02.53.03.54.0Don't Know </div>
	Comments:
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition
<div style="text-align: center; font-weight: bold; font-size: 1.2em;">(7)</div> <div style="margin-top: 20px;">SUB-GOALS:</div>	<div style="display: flex; justify-content: space-between; font-size: 0.8em;"> 0.51.01.52.02.53.03.54.0Don't Know </div>
	Comments:
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition
<div style="text-align: center; font-weight: bold; font-size: 1.2em;">(8)</div> <div style="margin-top: 20px;">SUB-GOALS:</div>	<div style="display: flex; justify-content: space-between; font-size: 0.8em;"> 0.51.01.52.02.53.03.54.0Don't Know </div>
	Comments:
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition
<div style="text-align: center; font-weight: bold; font-size: 1.2em;">(9)</div> <div style="margin-top: 20px;">SUB-GOALS:</div>	<div style="display: flex; justify-content: space-between; font-size: 0.8em;"> 0.51.01.52.02.53.03.54.0Don't Know </div>
	Comments:
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition
<div style="text-align: center; font-weight: bold; font-size: 1.2em;">(10)</div> <div style="margin-top: 20px;">SUB-GOALS:</div>	<div style="display: flex; justify-content: space-between; font-size: 0.8em;"> 0.51.01.52.02.53.03.54.0Don't Know </div>
	Comments:
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition

Additional Comments:

Organization Name:

Your Name (Optional)

Evaluator Type: Identify Stakeholder Groups

Insert Group Here

Insert Group Here

Insert Group Here

Other

22b

GLOSSARY OF TERMS

Adversarial – Having a hostile, opposing attitude

Brainstorming – Generating ideas and perspectives from all participants without judgment

Charter – A collection of the common mission, goals, guidelines and key agreements of the partnership team members

Commitment – A pledge to some particular course of action

Communication – The exchange of information and opinions

Compromise – A settlement of differences reached by mutual concessions

Conflict Resolution – Mechanism for solving problems

Consensus – Decision/agreement that best reflect the thinking of all group members. A proposal acceptable enough that all members can support

Cooperation – Act jointly with others, keeping all interests in mind

Equity – All stakeholders' interests are considered in creating mutual goals

Escalation – Pushed to the next level for resolution.

Ethical – Abiding by an agreed upon group of principles concerning “right” or “wrong,” that governs the relationship of people with each other

Evaluation – Process by which all stakeholders ensure that the plan is proceeding as intended and that all stakeholders are carrying their share of the load

Facilitated Problem Solving – Facilitated Problem Solving is a process that utilizes a 3rd party to facilitate a resolution to a dispute. The 3rd party is not bound by law to maintain confidentiality, but may be required to do so by terms of a contracting agreement with the parties. The events and proceedings are not necessarily protected from legal discovery.

Fair-Fair – All parties find the outcomes achieved to be just and satisfactory

Honor – The ability to admit one's mistakes and take responsibility

Implementation – Carrying out agreed upon strategies; putting them into practice

Integrity – Adherence to a code of values that include sincerity and honesty

Mediation – Mediation is a confidential process that utilizes a neutral 3rd party to assist disputants in collaborative problem solving. Typically, the 3rd party facilitator is bound by law to complete non-disclosure of the events & proceedings of the mediation process, and they are protected from legal discovery.

Mission Statement – One or two sentences that describe what the team hopes to accomplish over a period of time

Mutual Goals/Objectives – Desired outcomes, specific to the nature of the partnership, which are identified by all those involved

Negotiate – To confer with another so as to arrive at the settlement of some matter

Partnering – A process of collaborative teamwork to achieve measurable results through agreements and productive working relationships

Partnership – A joint effort that may include a project, program, product or service

Partnership Leaders - Those who lead the partnering effort to successful completion

Partnership members - Those who work together to achieve the common goals of the partnership

Project – Any undertaking requiring a joint effort wherein a scope, schedule, budget, and a desired outcome has been defined

Stakeholders – Any person, group or entity who has an interest in or is affected by the outcome of the partnership

Synergy – Joint action where the whole outcome is greater than the sum of the effect of all the individuals working independently

Teamwork – The intentional use of good communication skills; and the commitment by all members to resolve issues thoroughly, quickly and fairly